

# CEHDconnect

THE MAGAZINE OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

WORKFORCE  
DEVELOPMENT AND  
RESEARCH LAB

P. 6

ELEVATING  
THE VOICE OF  
EDUCATORS

P. 15

STUDENT  
TEACHERS RISE TO  
THE CHALLENGES  
OF THE PANDEMIC

P. 19

## Advocating for **WOMEN** in Sport

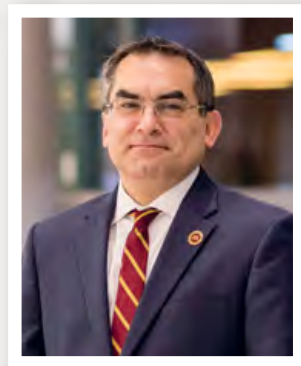
► P. 10



SPRING/SUMMER 2022



from the  
DEAN



**IS IT SPRING YET?** Of course that depends on where you sit around the globe. Some mark spring by a date on the calendar. Some mark spring by the melting snow and sounds of songbirds in bare trees. Others wait until plants begin to bud through soggy ground. In CEHD, spring is all of these things—with renewed excitement for new adventures. And for many of us, it is commencement, a ceremony that honors persistence,

achievements, and the triumph of family and community efforts.

On the pages that follow, we celebrate commencements and longstanding commitments with attention to access, inclusion, and opportunities. Although we present just a few of the many stories of work underway in CEHD, we find new multidisciplinary approaches to workforce challenges, impactful projects that bridge anti-ableism and antiracism efforts, and unparalleled innovation and leadership advocating for women in sport.

As we continue to face challenges with the pandemic, we find ways to support safe and supportive learning and working conditions; create responses to the accumulation of lost opportunities in academic, social, and emotional development; and attend to sociocultural and linguistic contexts. Through a series of surveys, CEHD leaders lifted up the voices of tens of thousands of educators, school leaders, students, and families, allowing us to hear them and be more responsive. And just as our own students learn from us, we continue to learn from our students—including student teachers, international students, and alumni from across the college—as they rise to the challenges they face.

As we settle into spring (at least in Minnesota), we also renew our commitments and continue our good works in communities across the globe. *¡Adelante!*

As a final note, paper supply chain issues have affected CEHD and *Connect* magazine, and we know the print quality of recent issues has not been what people have come to expect. We apologize for that and are working with our supplier to identify ways to improve paper quality for future issues, and we appreciate your understanding and patience. I am happy to say, however, that the quality of the content remains strong and reflective of the great work being done at CEHD.



COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA  
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# CEHDconnect

VOL. 16, NO. 2 | SPRING/SUMMER 2022



## Features

### 10 ADVOCATING FOR WOMEN IN SPORT

The Tucker Center's Gender Equity Internship empowers women, educates communities, and moves research forward.

### 15 ELEVATING THE VOICE OF EDUCATORS

CEHD researchers collect detailed thoughts of educators as they weather the pandemic.

### 19 STUDENT TEACHERS RISE TO THE CHALLENGES OF THE PANDEMIC

CEHD student teachers find new ways to educate their students in the midst of COVID-19.

**ON THE COVER** Intern Maxine Simons (left) with Tucker Center Director Nicole M. LaVoi. The Tucker Center Gender Equity Internship is now in its 15th year.

**PHOTO BY** Tj Turner

## In every issue

### 2 COMMUNITY

First Lady Dr. Jill Biden visits, new podcast launch, new gifts and commitments, theory and practice, summer equity conference

### 6 RESEARCH

Workforce Development and Research Lab

### 8 ANTIRACISM

The Institute on Community Integration's inclusive roots

### 24 INTERNATIONAL

International students at CEHD promote global understanding

### 26 FACULTY

In memoriam, honors, appointments

### 28 ALUMNI

Ed psych alums awarded McGraw Prize, 2021 Distinguished Alumni

### 30 ALUMNI PROFILE

Clark Hoelscher, MEd '04, PhD '14, is a champion of student equity

### 32 GIVING MATTERS

First-generation international PhD student focuses her research on financial anxiety





# First Lady Dr. Jill Biden visits

**THE UNIVERSITY OF MINNESOTA** welcomed First Lady Dr. Jill Biden, along with U.S. Health and Human Services Secretary Xavier Becerra, Minnesota Governor Tim Walz, and Lieutenant Governor Peggy Flanagan, to its Twin Cities campus on February 9 for a listening session to highlight the American Rescue Plan’s investments in child care.

Biden’s visit to CEHD brought her to the Child Development Laboratory School (CDLS), which offers high-quality early care and education to children ages birth to five in the University of Minnesota and Twin Cities communities. As a lab school, CDLS also trains future early childhood education teachers and provides research opportunities related to child development and early education best practices.

“We are honored that the First Lady chose to visit the University of Minnesota and spotlight how our work reflects best practices and a vision for how this can be done nationwide,” says U of M President Joan T.A. Gabel. “We are proud of our world-class faculty and staff, particularly because of the powerful impact their

expertise has on the lives of so many children and families. Given her own leadership in education, we’re grateful to the First Lady for celebrating this important work.”

Housed within the Institute of Child Development (ICD), CDLS is one of the longest-running lab schools in the nation, with roots dating back to 1925. ICD, consistently ranked as the top developmental psychology program in the nation by *U.S. News and World Report*, is also home to the Center for Early Education and Development (CEED), which offers support and professional development for the early childhood workforce.

Several key components of the American Rescue Plan, announced by the Biden administration in April 2021, call for significant investment in early childhood development and education. The vision for child care and development outlined in that plan—one that would ensure all children start kindergarten with the skills and support that set them up for success—is shared by CEHD, a nationwide leader in teaching and research that enhances human learning and development at all stages of the life span.

—CASSANDRA FRANCISCO

[Learn more at lab-school.umn.edu](#)

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## New podcast launch

**EARLY DEVELOPMENT AND CHILD WELFARE** is a new podcast series co-created by the Center for Early Education and Development (CEED) and the Center for Advanced Studies in Child Welfare (CASCW). Episodes cover a range of important aspects of child development and child welfare work.

“Infant mental health practitioners, social workers, and early childhood educators will find these podcasts useful and informative,” says CASCW Director of Outreach Stacy Gehringer. “This content is also highly relevant for justice system workers like judges, guardians ad litem, and case managers. These child welfare professionals are asked to make recommendations for children and families, yet they may need more information on

the basics of attachment or child development.”

The podcast format was chosen for its ability to deliver information in bite-sized segments that can be accessed while on the go. “Practitioners want and need access to the latest research and best practices, but they don’t always have time to download. We hope that listeners can catch an episode in the car driving to or from visits with families, or perhaps listen while taking a walk,” Gehringer says.

—HANNAH BAXTER

Subscribe for free with your favorite podcast app or listen on CASCW’s website at [cascw.umn.edu/podcasts](https://cascw.umn.edu/podcasts).

## NEW GIFTS AND COMMITMENTS

### \$500,000 TO \$1 MILLION

**David H. and Karen B. Olson** added to the David and Karen Olson Faculty Support Fund.

### \$250,000 TO \$499,999

**Cameron G. Duncan** made a commitment to the Jacqueline R. Mithun Fellowship.

### \$100,000 TO \$249,999

**Patrick J. and Shirley M. Campbell** renewed their support to the new Campbell Hall, which houses the Institute of Child Development.

**Nancy and John Lindahl** gave to the new Campbell Hall, which houses the Institute of Child Development.

**Kathleen A. Maloy and Heather L. Burns** gave through the Live to Give Equity & Justice Fund to establish the Tucker Center Internship and Graduate Fund for Gender Equity and Sport.

**David V. Perrin and Margaret J. Hustad-Perrin** supported the David Perrin and Margaret Hustad Perrin Education Fund, the Margaret and David Perrin Scholarship, and the new Campbell Hall, which houses the Institute of Child Development.

### \$25,000 TO \$99,000

**The Julie & Doug Baker Jr. Foundation** gave to the new Campbell Hall, which houses the Institute of Child Development.

**Jerry P. Becker** gave to match new gifts to the Jerry P. Becker, PhD, Doctoral Fellowship in Mathematics Education.

**Kathleen A. Blatz and Gregory R. Page** made a commitment to the new Campbell Hall, which houses the Institute of Child Development.

**Frank Busta** supported the Beverly A. Busta Memorial Scholarship.

**Jim and Sally Casey** established the Sally and James J. Casey Fund for CEHD Reads.

**The Culp Family Foundation** gave to the new Campbell Hall, which houses the Institute of Child Development.

**James B. Cysewski** added to the Beverly Dumas Memorial Scholarship.

**Richard Edgar** gave to the Frances Harrison-Edgar and Richard Edgar Endowed Fellowship.

**Martha J. and Ronald C. Erickson** gave to the Marti and Ron Erickson Fund for Infant and Early Childhood Mental Health.

**Patricia Fallbeck** gave to the Patricia D. Fallbeck Scholarship.

**James W. Hansen** added to the Louise DiGirolamo Hansen Scholarship.

**The Marguerite Henry Family Trust** added to the Sidney & Marguerite Henry Fund.

**Michael D. Lougee and Wendy Pradt Lougee** gave to the new Campbell Hall, which houses the Institute of Child Development.

**The Community Endowment Legacy Grant Fund** of the Minneapolis Foundation established the CAREI and Minneapolis Public Schools Partnership Fund.

The **Luther I. Replogle Foundation** renewed its support of Prepare2Nspire.

**Linda Wells** established the Linda M. Wells Future Coach Scholarship.

### HERITAGE SOCIETY COMMITMENTS

**Celia Brownell** made a commitment to the ICD Alumni Doctoral Fellowship.

**Ruth and Mike Fingerson** made a commitment to the new Campbell Hall, which houses the Institute of Child Development.

The estate of **John M. McCoin** added to the Special Projects in Social Work.

The estate of **Jill Mithun** gave to the Jacqueline R. Mithun Fellowship.

**John E. Welckle** made a commitment to the Minnesota Grow Your Own Teachers Support Fund.

*Includes gifts made between October 5, 2021, and February 2, 2022.*



# Theory in practice

THE INSTITUTE OF CHILD DEVELOPMENT (ICD) has launched a field-based practicum course that partners with People Serving People (PSP), a comprehensive emergency shelter for children and families experiencing homelessness in Minnesota. At PSP’s Center of Excellence, trauma-informed care is utilized in a classroom setting with children ages birth to 5. For early childhood students, this provides a unique opportunity to translate what they learn in the classroom into practice.

Trauma-informed care encompasses an array of practices and tactics that assist children whose resources have been overwhelmed or who have faced adversity. Its goal is to establish a sense of safety and relational connectedness while being intentional with the care provided in the classroom.



Through this course and partnership, students are able to observe and assist in trauma-informed care to develop a deeper understanding of what a child who has experienced trauma needs in the classroom.

Through the combination of “theory, research, and practical guidance, they are seeing it in practice in different ways and helping

apply these practices to bring back to the group and reflect on them,” says Elizabeth Criswell, program coordinator and ICD director of undergraduate studies for early childhood programs.

At the inception of PSP, Criswell and fellow program coordinator Marie Lister, a teaching specialist at the Child Development Laboratory School, considered how they could enter into the relationship as a true partnership. The goal of the partnership was to ensure ICD students are not only learning from the professionals at PSP, but that the professionals at PSP gain valuable assistance from students. In an exchange of expertise, PSP professionals assist in choosing resources for students to study and speak in the classroom at ICD, while the students participate in their field study.

Ultimately, the goal of the program is to provide students with hands-on experiences that demonstrate the importance of providing children with caring relationships and emotional support. In the partnership with PSP, this theory has also been brought into practice to foster a caring and supportive relationship between ICD and its practicum sites. “Being collaborative is key to success,” says Kendrea Dickson, Center of Excellence director. “Coming together as educators and learning through each other’s experiences is extremely helpful.”

—SHANNON CARLEY

## CEHD summer equity conference returns

In 2016 and 2017, CEHD convened a summer conference of education leaders designed to foster connections between and across the multitude of partners involved in education in Minnesota. We are happy to announce that the conference returns this year on August 2-3.

The 2022 Leading in Equity, Action, and Diversity (LEAD) conference will support education leaders in improving PreK-12 school systems to disrupt pervasive racial inequities. It will offer actionable insights, tools, and strategies for creating more equitable education systems that eliminate racial harm and disparities in students’ opportunities, experiences, and outcomes.

Conference sessions will fall under three strands of education leaders’ work, all grounded in racial equity:

- **POLICIES:** This strand will guide leaders in establishing and carrying out laws, rules, processes, and procedures that support students, educators, families, and communities and reduce disparities at state, local/district, and school levels.
- **PRACTICES:** This strand will equip leaders with systems approaches to foster culturally validating instructional leadership and school environments that meet the needs of each and every student.
- **PEOPLE:** This strand offers leaders strategies for recruiting and retaining diverse staff, building collaborative relationships, effectively engaging with families and communities, centering student voice, and ensuring educator and student wellbeing.

Visit [cehd.umn.edu/lead](https://cehd.umn.edu/lead) to register

ERICA LOEKS

# Summer at CEHD

## Professional Development

### OLPD 5356—Disability Policy and Services

#### Summer

This course is offered as a spring evening course (Thursdays 4:40–7:20 p.m.) and as a two-week intensive summer course (June 13-24). It provides a broad overview of disability policy and services and introduces students to philosophical approaches to service provision, the evolution of policies and services affecting people with disabilities, and contemporary approaches to providing services to people with disabilities throughout the life cycle.

► Info: [cehd.umn.edu/olpd/graduateprograms/certificate/disability-policyservices](https://cehd.umn.edu/olpd/graduateprograms/certificate/disability-policyservices)

### Ambiguous Loss Certificate Program Ongoing

The Ambiguous Loss online professional development course, offered through the Department of Family Social Science, prepares caregiving professionals to become proficient in understanding and applying ambiguous loss theory and includes a professional development Certificate of Completion and 15 CEUs from the University of Minnesota.

► Info: [cehd.umn.edu/fsos/programs/continuing\\_ed/AL\\_index.html](https://cehd.umn.edu/fsos/programs/continuing_ed/AL_index.html)

### GLOS X0083—Schools for the Planet: Toward Universal Climate Literacy with Children’s Literature and Media

June 14, 16, 20, 22, 8 a.m.–4 p.m.

In this intensive four-day summer school, participants will learn why

traditional climate change education, focused on scientific and environmental facts, is inadequate to address the social, racial, and political dimensions of climate change. Participants will explore climate literacy as a broader competence and learn why stories for young people—in books, films, games, and other narrative media—are the best technology for the social transformation that ensures everyone’s future: A technology that makes climate literacy accessible to every student everywhere. Registration deadline is June 7.

► Info: [z.umn.edu/7mut](https://z.umn.edu/7mut)

### For Early Childhood Professionals

The Center for Early Education and Development (CEED) offers online and in-person professional development opportunities for early childhood professionals.

The Minnesota Early Intervention Summer Institute (June 21-22) is an annual professional development event. Choose from seven different learning tracks, or “sessions,” for immersive instruction on topics from assistive technology to racial equity to STEAM content for early learners.

► Info: [z.umn.edu/SI2022](https://z.umn.edu/SI2022)

CEED online self-study modules focus on aspects of reflective supervision.

► Info: [z.umn.edu/self-study-modules](https://z.umn.edu/self-study-modules)

Online, instructor-led courses build skills with research-based content.

► Info: [z.umn.edu/ceedonline](https://z.umn.edu/ceedonline)

CEED also offers other online and in-person training in classroom assessment tools like the CLASS(r).

► Info: [z.umn.edu/CEEDtrainings](https://z.umn.edu/CEEDtrainings)

## Upcoming events

### U of M at the Minnesota Twins

Saturday, May 7, 1:10 p.m.

Join fellow U of M alumni when the Minnesota Twins take on the Oakland Athletics.

► Info: [z.umn.edu/7jc4](https://z.umn.edu/7jc4)



### Commencement

Friday, May 13

2022 CEHD Commencement ceremonies will be held at 3M Arena at Mariucci. This in-person event will be dependent on current guidance from the Minnesota Department of Health and U of M guidelines. The undergraduate ceremony will begin at 10 a.m., and the graduate ceremony will begin at 4 p.m.

► Info: [cehd.umn.edu/commencement](https://cehd.umn.edu/commencement)

### Save the Date

Friday, September 30

Homecoming pre-parade party and parade

Saturday, October 1

Homecoming football—Gophers vs. Purdue

Events may be canceled or postponed due to public health guidelines. Please visit [cehd.umn.edu](https://cehd.umn.edu) for the most up-to-date information.





## Working on the workforce

*The new Workforce Development and Research Lab brings together experts from diverse fields to solve complicated challenges*

**THE WORLD OF WORK** is in a state of upheaval thanks to many factors, from COVID-19 and the Great Resignation to generational shifts and technological advances like artificial intelligence. The challenges are interconnected and complex, requiring expertise from many disciplines to find solutions.

The college's new Workforce Development and Research Lab coalesces a multidisciplinary team of experts to tackle emerging workforce issues with novel approaches and partnerships. Together, professors, graduate students, and affiliate partners are pooling their knowledge, talents, and networks to address today's work-related challenges and the challenges of the future.

School of Social Work Professor John Bricout and Alexandre Ardichvili, an organizational leadership, policy, and development (OLPD) professor, serve as co-directors. They formally launched the lab in June 2021. It's still in its early days of getting new projects off the ground, but the intentions of the lab are clear.

"The overall role of the lab is to serve as a platform for new, innovative research in workforce development across civil society, including health care, transportation, nonprofits, and community-based organizations," Bricout says. "I anticipate that the lab will develop tools and processes for tapping into the factors that support a more diverse, inclusive, and forward-looking workforce."

◀ John Bricout says the lab will serve as a platform for new, innovative research in workforce development across society.

Ardichvili sought to create a multidisciplinary lab that reflects the multifaceted fields of workforce and human resource development. "The success of research and applied projects depends on the input and participation of scholars and industry partners with various backgrounds," Ardichvili says. "The lab will bring together groups of people who will be able to more successfully compete for state and federal research grants than if they were trying to secure this funding alone."

Overall, Bricout says the lab will have three main domains: ensuring diverse and inclusive workplaces, studying human/machine collaboration on the job, and responding to demographic shifts like the knowledge transfer between generations.

The research potential is vast, Bricout adds. Some pending ideas include investigating the best ways to recruit physicians and other health care professionals to work in rural areas—a potential project with the Medical School's Medical Education Outcomes Center. Another would focus on workforce issues surrounding connected and autonomous vehicles, in partnership with the University's Center for Transportation Studies.

The challenges the lab will tackle are as varied as its members' expertise. Bodong Chen, an associate professor of curriculum and instruction, will contribute his knowledge of learning analytics, perhaps applying it to develop training as people interface with artificial intelligence-based automation. Ken Bartlett, OLPD professor and department chair, lately has focused on uncovering new ways for public transportation agencies to attract, retain, and develop employees.

This multidisciplinary approach—such as bringing in partners from business or engineering—is key to uncovering and

removing structural barriers that contribute to workforce challenges, Bartlett says. Another important aspect of the lab will be working with nonprofits, industry associations, and government agencies to shape research from its onset to effectively address their workforce concerns, Bartlett says.

"The issues are so interconnected that you need a different way of thinking about it," Bartlett adds. "Work has changed, workers have changed, and workforce demands have changed. We need to change how we think about research that develops that future-focused workforce."

OLPD doctoral student Ana Carolina (Carol) Rodriguez belongs to a research team with Ardichvili and Diele Lobo, a doctoral student in conservation sciences. Focused on Serra da Capivara National Park, a World Heritage Site in Brazil, they are examining how entrepreneurship and human resource development can support sustainable development and gender equality. It pairs nicely with Rodriguez's work, which is centered on the work experiences of parents whose children have disabilities and how organizations can support the parents' professional development.

"I'm super excited about the lab because there is a focus on actionable research," Rodriguez says. "We always talk about a research/practice gap. The lab can reduce the gap with a focus on improving people's lives."

▶ Alexandre Ardichvili says the lab is designed to reflect the multifaceted fields of workforce and human resource development.

Lab members share an enthusiasm for opportunities to forge new ground by partnering with people with vastly different expertise. Rodriguez already has seen such benefits by working with an environmental scientist like Lobo. Lab member Quinn Oteman, a social work doctoral student, is excited about potential partnerships with engineers for a project focused on employment and community participation using advanced rehabilitation research training.

"When we start to silo ourselves in our disciplines and schools, innovation is limited. When you start bringing in people from different backgrounds, education, and life experience, then ideas start to unfold," says Oteman, who has a background in music and special education. "This lab brings together

people from different disciplines who normally wouldn't work together."

Providing research opportunities to doctoral students like Rodriguez and Oteman is another objective for the lab, Ardichvili says. Students will gain research experience from collaborating with senior lab members and developing and implementing their own studies. Other initiatives like the lab's student challenge will provide stipend prizes for graduate student teams working on global workforce development issues.

"They will receive feedback on their ideas and build connections with faculty members who might work with them on their projects," Bricout says. "It will help fulfill part of our mission to develop the next generation of workforce researchers."

—SUZY FRISCH

Learn more at [innovation.umn.edu/workforcelab](https://innovation.umn.edu/workforcelab)



GREG HELGESON

SUSAN ANDRE



# ICI's inclusive roots

*Bridging anti-ableism and antiracism*



CEHD'S Institute on Community Integration (ICI) adds an often-overlooked dimension to the fight for racial equity. Named and founded on Civil Rights-era principles of breaking down exclusionary barriers, ICI conducts research and provides training and education that takes aim at disparities experienced by people with intellectual and developmental disabilities from underrepresented racial and other groups.

Already facing daunting obstacles to employment, education, and equitable treatment in community life, people with disabilities who also identify as Black, Indigenous, and People of Color (BIPOC) experience even higher hurdles.

“No one has greater disparities than people of color who have disabilities,” says ICI Director Amy Hewitt. “Our charge at ICI is to bring attention to the need for our communities to promote full inclusion and develop policies and practices that address these disparities.”

ICI's disability research, training, and education is rooted in an anti-ableism perspective that rejects all forms of bias, and much of its work specifically explores the intersection of race and disability.

Rebecca Dosch Brown, interdisciplinary education director at ICI, is leading the creation of a disability justice workshop series for Minnesota State, the nation's third-largest system of state colleges and

universities, to address ableism in the learning environment, including the intersection of racism, sexism, and other “isms” with ableism. The series aims to present a vision for what an inclusive campus looks like.

“We’re moving beyond compliance with the [Americans with Disabilities Act] law and looking at what meaningful inclusion is—and that means structural and attitudinal change,” Dosch Brown says.

Dosch Brown, whose son is a biracial adult with disabilities, became frustrated watching him experience racism and ableism.

“It made me ask what I could do as an educator to call attention to these attitudes that are just wrong and harmful to people,” she says. From that frustration, she began incorporating insights and tips into her disability presentations for recognizing ableism and racial bias. That work led to the creation of the Minnesota State Disability Justice series, which she expects to adapt for other organizations in the future.

## OTHER ICI PROJECTS FOCUSING ON ANTIRACISM INCLUDE:

- **AUTISM STUDIES:** The institute’s ongoing studies of autism spectrum disorder prevalence in diverse racial and ethnic communities highlights important public health needs, and its targeted outreach to specific underserved communities through videos and other messaging addresses the critical need for early intervention.
- **FELLOWSHIP PROGRAM:** The Minnesota Leadership Education in Neurodevelopmental and Related Disabilities (MNLEND) fellowship develops the next generation of interdisciplinary leaders in the neurodevelopmental disabilities field, in partnership with the School

of Medicine, the College of Liberal Arts, and more than a dozen other departments and centers across the University. MNLEND actively recruits fellows from underrepresented racial, ethnic, socioeconomic, religious, disability, and other backgrounds, and its curriculum explores racial disproportionality and culturally responsive leadership in the disability field.

- **MEDICAL RESEARCH:** Under a new project for the Centers for Disease Control and Prevention, ICI will estimate the number of people of all ages living with spina bifida, and explore whether prevalence varies among sociodemographic or other factors.
- **SURVEYS:** In 2020 and 2021, ICI conducted the largest surveys to date among direct support professionals (DSPs) who serve people with disabilities, uncovering racial disparities in pay and hours worked.
- **INCLUSIVE 4H:** With funding from the Minnesota Department of Human Services, Hewitt, Charity Funfe Tatah Mentan, and Sarah Hall are developing a replicable model to transform Minnesota 4H clubs to be fully inclusive of youth of color with intellectual and developmental disabilities (IDD) by expanding the knowledge and skills of the 4H workforce.
- **RESEARCH FORUM:** In August, ICI will host a State of the Science

► The MNLEND 2019-20 cohort. MNLEND actively recruits fellows from underrepresented backgrounds.

conference that will focus on approaches to advancing the highest quality of community living for people with IDD from diverse racial, ethnic, linguistic, and cultural backgrounds. The event will generate a list of research, practice, and policy priorities that, if implemented nationally, will greatly enhance access and equity for people with disabilities from diverse backgrounds.

“The goal of this working meeting is to develop a vision, priorities, and practical approaches for research and policy in IDD focused specifically on individuals from diverse racial, ethnic, linguistic, and cultural backgrounds,” says Julie Bershadsky, director of ICI’s Community Living and Employment focus area. “Too often, these populations have been left out of research activities, either explicitly or implicitly. Our goal is to move past describing the challenges and into developing solutions, including methodological approaches for doing research and creating policies not just on diverse populations, but with them.”

Looking inward, ICI includes diversity,

equity, and inclusion goals in its strategic planning objectives and offers monthly meetings exploring different aspects of inclusion.

Macdonald Metzger, director of outreach at ICI, helps lead several diversity initiatives in addition to his work on the MNLEND program, including monthly lunch forums, which are open to all staff.

“At ICI, we believe deeply in social justice and equal economic, political, and social rights and opportunities for all people, and I mean this in the strongest terms,” Metzger says. “Through independent surveys, we know that people are learning more about racism at our monthly events. We’re on a journey to become a model on campus of collective strategies to end racism in the workplace, and these efforts can only help us in achieving ICI’s mission of inclusion. We’re on the right track and making progress, and we’ll continue to have these open discussions so all ICI employees feel it is a welcoming place to work.”

—JANET STEWART





# Advocating for WOMEN in Sport

by Cate Pardo

*The Tucker Center's Gender Equity Internship empowers women, educates communities, and moves research forward*

**FROM UNDER- AND MISREPRESENTATION of women's sport and sportswomen, to underrepresentation of women leaders in sport, to participation disparities, gender-related inequities are commonplace in athletics.**

For nearly 30 years, scholars in the Tucker Center for Research on Girls & Women in Sport, a world-renowned thought leader and catalyst of systems change housed in CEHD's School of Kinesiology, have worked diligently to raise awareness of disparities and drive positive change in a myriad of ways. One of those ways is through its Gender Equity Summer Internship Program.

## **A RICH HISTORY AND UNWAVERING MISSION**

Solution-based research, translation of knowledge, educational opportunities, and engagement in community outreach are cornerstones of the Tucker Center's mission. The groundbreaking center, founded in 1993 by Mary Jo Kane, professor emerita of sport sociology and Tucker Center director emerita, was the nation's first

interdisciplinary research center focused on girls and women in sport. Nicole M. LaVoi, senior lecturer in social and behavioral sciences of physical activity, became its associate director in 2005 and director in 2019. The two colleagues share a passion for evidence-based, multidisciplinary research that highlights the inequities faced by girls and women in sport.

## **INTERNSHIP PROGRAM TAKES FLIGHT**

In 2007, LaVoi received a call that sparked inspiration and led to the inception of the Tucker Center's Gender Equity Summer Internship Program, now in its 15th year. "I love working with students," LaVoi says. "A student called and asked me if we had a summer internship program. I said, 'No, but we could!'"

Kickstarted by a generous donation from the Live to Give Foundation, the Gender Equity Summer Internship Program has

▼ Below left: Tucker Center Intern Maxine Simons (right) with Center Director Nicole M. LaVoi. LaVoi helped develop the Tucker Center Gender Equity Internship. Below right: Professor Emerita Mary Jo Kane (left) is the founder of the Tucker Center. Nicole M. LaVoi, senior lecturer in social and behavioral sciences of physical activity, is the current director.



TJ TURNER; UNIVERSITY OF MINNESOTA ATHLETICS





▲ Tucker Center Interns (left to right) Maxine Simons, Liz Kim, and Anna Goorevich all share a desire to use research to create social and structural change for girls and women in sport.

since grown substantially and produced 37 interns—nearly all of whom have gone on to receive advanced degrees in a variety of disciplines. Former interns have pursued careers ranging from clinical psychology to gender equity law to higher education to public health, and all are having an impact in their respective careers. The internship emphasizes collegial mentorship, a collaborative research experience, and deep exposure to the many facets of the research process. As an added and purposeful benefit, the program empowers interns to discover their passion and unique role in how they personally impact gender equity issues in sport and beyond.

The summer intern cohort of 2021 was the Tucker Center's largest yet. LaVoi emphasizes that to effect social change, a critical mass is needed, and this group of eight interns fits the bill. Together, the interns represented diverse geographic locations, educational levels, identities, and athletic backgrounds, and was comprised of the following women: Ramira Ambrose (Wayzata High School, Wayzata, Minnesota); Jacque Davis (University of Minnesota); Anna Goorevich (Franklin & Marshall College, Lancaster, Pennsylvania); Mahi Jariwala (Monte Vista High School, Danville, California); Cecelia

Kaufmann (Macalester College, St. Paul); Liz Kim (Ball State University, Muncie, Indiana); Sophia Liles (Scripps College, Claremont, California); and Maxine Simons (University of Minnesota). While different individually, the group shared a passion for girls and women in sport and a desire to utilize research to create social and structural change.

### MEET THE INTERNS: MAXINE SIMONS

"Being a competitive athlete, there are so many stories I can tell. Frustration and wanting to change the culture of the sports world so female athletes are treated seriously," says Maxine Simons, a Brooklyn, New York, native and collegiate lacrosse player. Simons says she ultimately chose to enroll at the University of Minnesota for its competitive sport management program and the urban-based, yet campus-like feel of the community. But there were other reasons, too.

"I have a very keen interest in women's gender equity and sport. The fact that there was an institution like the Tucker Center was a huge draw. The University of Minnesota had the values I care about and the degree I care about," she says.

Simons is currently a junior majoring in sport management with a double minor in political science and business law. She has stayed on to work with the Tucker Center during the academic year. "Finding the

Tucker Center was an incredible way to meet people who share my passion and want to make impactful change," she says.

### MEET THE INTERNS: LIZ KIM

"The Tucker Center internship was a catalyst and energizer," says Liz Kim, a collegiate golfer and senior at Ball State University. "Everything I learned in the Tucker Center, I'm going to use in my career path."

Kim, who had no prior connection to the University of Minnesota, learned of the Gender Equity Summer Internship Program through her Ball State mentor, Head Coach Katherine Mowat, who had previously collaborated with Tucker Center scholars.

Kim's path to the internship wasn't unusual, according to LaVoi. "The most common way applicants find us is word-of-mouth. Most apply because someone in their network encouraged them. The people that seek our internship apply for the right reasons: They care about gender equity; they care about girls and women; and they're not looking for just any internship," LaVoi says.

Due in part to Kim's work with the Tucker Center, she is poised for leadership—the Ladies Professional Golf Association (LPGA) recently offered her a full-time position as the tour operations administrator.

TJ TURNER; COURTESY OF LIZ KIM; COURTESY OF ANNA GOOREVICH

### MEET THE INTERNS: ANNA GOOREVICH

"Collaboration is at the heart of everything the Tucker Center does. It was one of my favorite parts and where I experienced the most growth," says Anna Goorevich. Goorevich, who hails from the Washington, D.C., area, played collegiate soccer for Franklin & Marshall College and was an active member of its Student-Athlete Leadership Council Executive Board. "It's so rare to come across a group of women who are intelligent and passionate about the same thing, and who come from such different backgrounds," she adds.

Goorevich says her interest in gender equity in sport was sparked during childhood by watching her hometown team, the National Women's Soccer League's Washington Spirit. This led to an interest in the U.S. Women's Soccer Team's 2020 equity pay lawsuit, which called for a resolution to the unequal pay between the U.S. women's and men's teams.

"I became passionate about trying to solve the injustices that female athletes face. That inspired a huge intellectual passion of mine," says Goorevich, who is currently at the University of Stirling in Scotland studying sport management as a Fulbright Scholar. Goorevich will join the School of Kinesiology and Tucker Center as a PhD student and recipient of the Provost Enhancement Fund Fellowship this coming fall.

### ANNUAL REPORT CARD AIMS TO DRIVE CHANGE

Tucker Center interns learn how research can create systemic change when disseminated widely. While each intern has the opportunity to develop their own unique research interests, all are involved in the Tucker Center's annual *Women in College Coaching Report Card* (WCCRC). The annual report is a passion project for LaVoi that has garnered national attention for assigning a grade to institutions, conferences, and sports based on the percentage



## THIS IS WHY WE GIVE

**IN HER 12 YEARS AS HEAD COACH** of the U of M's women's basketball team, Pam Borton racked up a 236-152 record, making her the winningest coach in the history of the program. That would be enough to cement her place in the upper echelon of inspirational leaders. But she wasn't done. She is also the founder of TeamWomen, a professional development organization focused on mentoring, leadership, and networking, and of Empower, a leadership academy for girls in grades five to 12.

To recognize Borton's commitment to encouraging women and girls to reach their full potential, the Pam Borton Endowment for the Promotion of Girls and Women in Sport Leadership was established at the Tucker Center in 2014.

"We chose the Tucker Center because of its purpose, mission, and the people," says Borton's partner, Lynn Holleran, currently the deputy director of athletics at Penn State and former director of the McNamara Academic Center for Student-Athletes at the U of M.



Borton adds that they also wanted to support the future generation of leaders who are doing great work. "We are inspired and motivated to helping and supporting female leaders move forward in their careers, and it has been rewarding to see what many of them have done and are currently doing," she says.

The Borton Fellows, as they are known, are CEHD graduate students who are studying kinesiology and pursuing re-

search in conjunction with the Tucker Center related to leadership, sport, and gender, or research that examines the mechanisms, role, and impact of sport on leadership development among girls and women.

"There are so many people who have given to this endowment because they have believed in us, our purpose, and how much it means to us," Holleran says. "We thank everyone who is part of this endowment. We also want to thank Mary Jo Kane and Nicole LaVoi, who have done such an amazing job in supporting women and girls through the research of the Tucker Center."

Borton says she and Holleran believe in giving back because they are grateful to so many people who helped them along the way and made a difference in their lives. "Giving back is part of our wellbeing and resilience," she says. "It is something that makes us feel good and something we are excited about."



► The Tucker Center's annual *Women in College Coaching Report Card* is a nationally known rating of institutions, conferences, and sports based on the percentage of women head coaches of women's teams.

of women head coaches of women's teams. "The WCCRC has stimulated national dialogue, held decision makers accountable, and provided a baseline to track changes over time," says LaVoi. "A" grades, which are far fewer than "F" grades, are publicly lauded by the Tucker Center.

"We feel it is important to celebrate success and excellence in the recruitment and hiring of women coaches," says LaVoi about the report. "For the past 10 years, I have been encouraging women to enter into coaching and help retain the women coaches we have because girls need same-identity role models."

### BORTON FELLOW LEADS INTERN TEAM

Closely tied to the Gender Equity Summer Internship Program is the Pam Borton Fellowship, established in 2014 to honor then-Gopher Women's Basketball Head Coach Pam Borton and her dedication to empowering women and girls to reach their full potential. The fellowship is awarded to graduate students who are working to advance the Tucker Center's education, research, and community outreach mission while pursuing research in leadership, sport, and gender.

The Borton Fellow's responsibilities include leading the Gender Equity Summer Internship team to produce the WCCRC. Sport sociology doctoral student Courtney Boucher, the 2019, 2020, and 2021 Borton Fellow, led the summer 2021 intern cohort in partnership with LaVoi.

### BUILDING A COMMUNITY OF ATHLETES, RESEARCHERS, AND ADVOCATES

The Tucker Center interns mention countless takeaways from their participation

in the program. The two most cited are the Tucker Center's mentorship and the opportunity for direct interaction with thought leaders in the field of sport and gender equity. Besides working with LaVoi and her graduate students, the group also had the opportunity to speak with and learn from a groundbreaking luminary in girls and women in sports research, Mary Jo Kane.

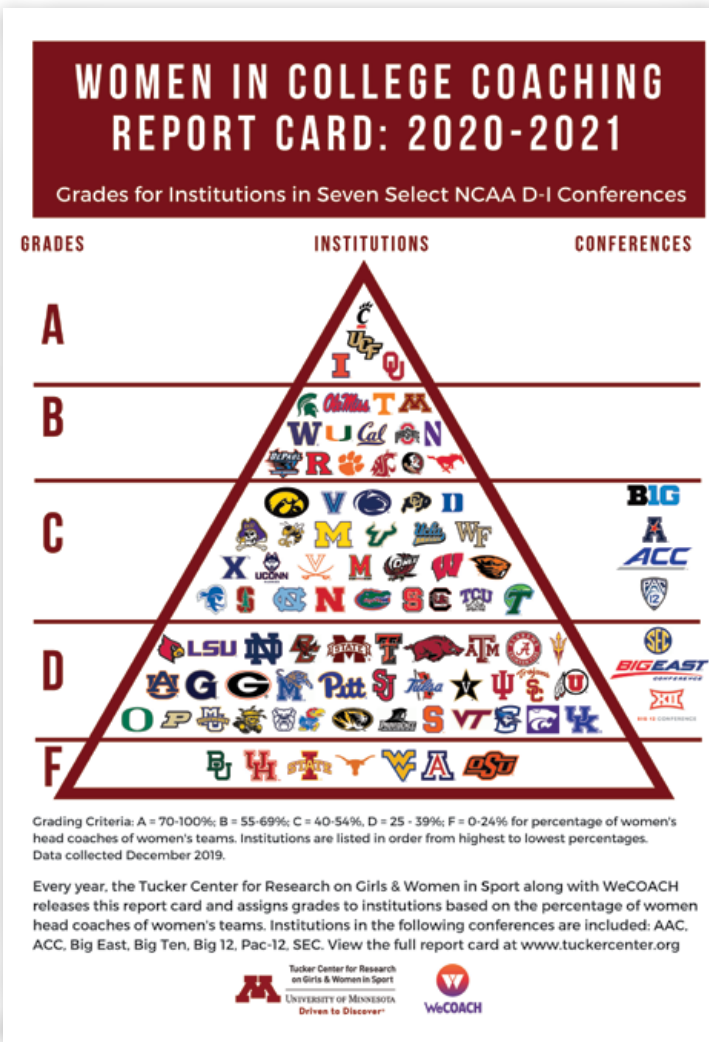
"For me, that was the most memorable part," shares Simons. "[Kane is] such an incredible scholar and expert in her field. Her knowledge and advice were really profound. It was an impactful experience."

The interns collectively cite becoming part of a community of researchers and scholars with a shared passion for equity

in sport as another major takeaway.

"Learning from others, hearing about their experiences and the challenges they faced, and putting our different backgrounds to work in this jigsaw puzzle of how we can advance gender equity issues in sport," says Goorevich. "I had never been surrounded by women like that before, and I felt inspired every day." ☺

*To learn more about how the Tucker Center for Research on Girls & Women in Sport is utilizing interdisciplinary research, graduate education, and community outreach to improve the lives of girls and women on the playing fields and beyond, visit [tuckercenter.org](http://tuckercenter.org)*



ALLISON SHELLEY FOR ALL4ED

**AS COVID-19 BEGAN** upending daily life in earnest in early 2020, uncertainty loomed everywhere. The effect on schools was especially concerning. As schools were pushed to distance learning, educators, students, and parents raised concerns about the impact on student outcomes and mental health.

A group of CEHD researchers saw this time as an opportunity to seek feedback from educators to gain their perspective

on distance learning and perhaps derive some best practices and recommendations from the results.

"Kim Gibbons and I decided that we could seek the voice of educators in this tumultuous time and see what they were thinking," says Katie Pekel, a principal in residence at the University and director of the Minnesota Principals Academy in the Department of Organizational Leadership, Policy, and Development.

The result was the Minnesota PK-12 Distance Learning Survey, conducted in May and June 2020. Since that time, several other similar surveys were created and implemented, including three iterations of the Minnesota Safe Learning Survey and the Minnesota Principals Survey.

"We had multiple sources of data from focus groups and a review of District Safe Learning plans conducted in May of 2020 that identified potential areas of concern,



but we wanted to have an opportunity for all educator voices to be heard across the state,” says Gibbons, director of the Center for Applied Research and Educational Improvement (CAREI). “The results of this survey provided additional data that confirmed the areas of concern, along with some great qualitative data through open-ended questions.”

### Distance Learning Survey

CAREI Research Associate Alyssa Parr says there were several steps involved in getting the Distance Learning Survey off the ground. “We went through existing surveys to see what others had studied regarding COVID and education, we met with various local stakeholders and people within the college, and we did focus groups with families, students, and educators,” she says. “That provided us some insights

into what types of questions to ask in the Distance Learning Survey.”

Nicole McKeveitt, a fellow research associate in CAREI, says they used a University of Wisconsin survey to help get them started on question writing. “Once we had a draft, we recruited leaders across Minnesota on Zoom, and they gave us feedback and additional items we should be asking educators,” she says.

Once complete, the survey was distributed to educators across the state. Results came in from 13,077 respondents—including teachers, administrators, and support professionals—representing 409 districts and charter schools.

“One of the most interesting things is

“One teacher would do his classes in his car in a parking lot with an ice pack under his computer.”

we asked a number of open-ended questions and didn’t limit the character boxes,” Pekel says. “We had more than 900 pages of open-ended comments. This was at a time when people were panicked. It was really emotional and heart-wrenching to read all of those.”

It’s easy to see, then, that mental health was one of the top concerns raised by the respondents. So much so that it figures prominently in each subsequent survey as well. “Reading all the responses, the depth of stress people were feeling didn’t surprise me, but it painted a picture that I wouldn’t have access to,” says CAREI Associate Director for Evaluation Services Laura Potter,



ALLISON SHELLEY FOR ALL4ED

demonstrating the insightful value of the surveys. “People going above and beyond, but being so stressed out.”

Tracking a different course were concerns over technology use. As the surveys went on, people had naturally adapted to technological challenges so it became less of an issue. However, with this first survey, the challenges were fresh.

“Teachers were doing anything they could to make the technology work,” Parr says. “Most striking about the comments we got were the lengths teachers went to, cobbling together whatever they could. One teacher would do his classes in his car in a parking lot with an ice pack under his computer.”

Parr adds that another standout was how educators learned over time. “A lot of educators shared they didn’t know what they were getting into. Some had not previously used tech platforms,” she says. “Others realized that some students excelled in a distance-learning environment because it lessened social pressure. They were really creative in building relationships and using learning formats that were really new to them.”

Results from the survey were shared broadly with state principal associations, Education Minnesota, and the Department of Education, which used them in its decision-making for its Safe Learning Plan. District-level reports were also sent to various school districts that had a certain level of respondents.

### Safe Learning Survey

Information from the Distance Learning Survey was also used to develop the Safe Learning Survey. This survey was developed by the Wisconsin-Minnesota Comprehensive Center (WMCC) to gauge the impact of the Department of Education’s Safe Learning Plan. The WMCC is a partnership among CAREI, the Univer-



## THIS IS WHY WE GIVE

**WHEN JOYCE KLONCZ AND HER HUSBAND, LENNY,** attended the U of M from 1958 to 1962, she admits they were poor, but they never felt that way, at least not in spirit. “Neither of our parents were able to financially help us with our college education, although they provided the moral support we both needed and encouraged us to stay in college,” she says. “So we struggled for those four years, but we never gave up.”

With Joyce working part-time at a local supermarket and Lenny at a hardware store, they scraped by. “At that time, tuition was \$88 and health services was \$12, so if we could save \$300 during the summer, we could manage that next year,” she says. “Part-time work during the school year provided money for our textbooks.”

Despite their financial struggles, Joyce and Lenny got their degrees. Lenny received his BS in 1962 and went on to be a 1st Lt. in the U.S. Air Force for three years. After that, he worked for a time at First National Bank in St. Paul and was later hired by 3M as an IT systems analyst. He received his MBA from the U in 1970. Joyce became an elementary teacher in Mounds View Schools. She taught for 26 years and also served as a science specialist and curriculum writer. She came back to the U to receive her MEd in 1981 and was honored as a Distinguished Alumni in 2017.

As her teaching years went by, Joyce often thought about how she could help future educators in CEHD avoid the financial pitfalls she and Lenny went through. When Lenny passed away in 2019, Joyce reached out to CEHD to donate funds given as memorials on his death. “That evolved into discussing how I might consider a yearly scholarship,” she says. Thus, the Joyce A. and Lenny D. Kloncz First Generation Scholarship Fund was created.

“This scholarship was set up for fifth-year, first-generation CEHD students, who, with student teaching and other commitments, may have financial issues, as I did,” Joyce says. “It’s a small way to provide support.”





sity of Wisconsin-Madison’s Wisconsin Evaluation Collaborative, and nonprofit Education Analytics.

The Safe Learning Survey was much broader in scope, as it included educators as well as families and students in sixth through 12th grade. It was also administered three times in 2021: February, May/June, and October/November. The three surveys in total garnered roughly 53,000 responses.

“The main theme that came out is there is not enough support for mental health for students,” Potter says. “The depth of need is so huge, and everyone agreed it was a challenge.” A need for mental health support for educators themselves also was a common finding.

A second theme that surfaced revolved around learning and engagement. “There were fluctuating reports about student learning,” Potter says. In the February survey, there was some struggling detected in learning, but as the spring and fall surveys showed, it became less over time. Interestingly, families felt there was less learning as the grade level increased, although everyone agreed that there was at least “some” learning happening at every level. In terms of engagement, it’s not surprising to find it more challenging when the class is virtual.

Some of the other takeaways included a focus on school equity. “Everyone agreed they wanted to have more of a voice in decision-making, including students,” Potter says. Respondents also wanted to see more managed workloads for staff, smaller class sizes, and more support staff.

As mentioned before, technology seemed less of a concern as time passed. “In the Distance Learning Survey, we found that technology was really an issue. In the third iteration of the Safe Learning Survey, we are hearing that tech is a success,” Pekel says. “In that short time period, there has been a radical change in how technology has been used for instruction.”

Presently, a final report of these three surveys is being written, after which it will be shared widely.

*Minnesota Principals Survey*

The Minneapolis Foundation and the Joyce Foundation contracted CAREI to develop this most recent survey in order to evaluate the principal voice. “We plan to administer it every two years,” says CAREI Research Associate Sara Kemper. “The idea is to track how principals are feeling over time.”

Survey questions ranged from asking about principals’ professional development activities, their day-to-day experiences, and the status of their workloads. A section on COVID-19 also was included.

Although the survey turned out fairly lengthy, it had a strong 34 percent response rate. And the principals’ responses had many similarities to other educators.

“They are optimistic they can do their jobs, but are feeling overwhelmed,” Pekel says. “They want more or better professional development. And they are concerned about the mental health of students and staff. That’s where they need help and support. One in 10 principals are concerned about their own mental health.”

Mental health services were among the top areas where principals expected there to be lasting change to the existing structure of their schools. Other areas of expected change include use of technol-

ogy, learning modalities, and relationship-building with students.

Once results of the survey are fully tabulated, it will be shared with stakeholders across the state, the Minnesota Association of School Administrators, and the legislature.

*Final thoughts*

“We’re going to need to fundamentally rethink mental health in schools,” Pekel says. “We do not have enough people trained to provide the level of mental health support we’re being told is needed. The vast majority of educators are not trained in mental health, and they are quite nervous.”

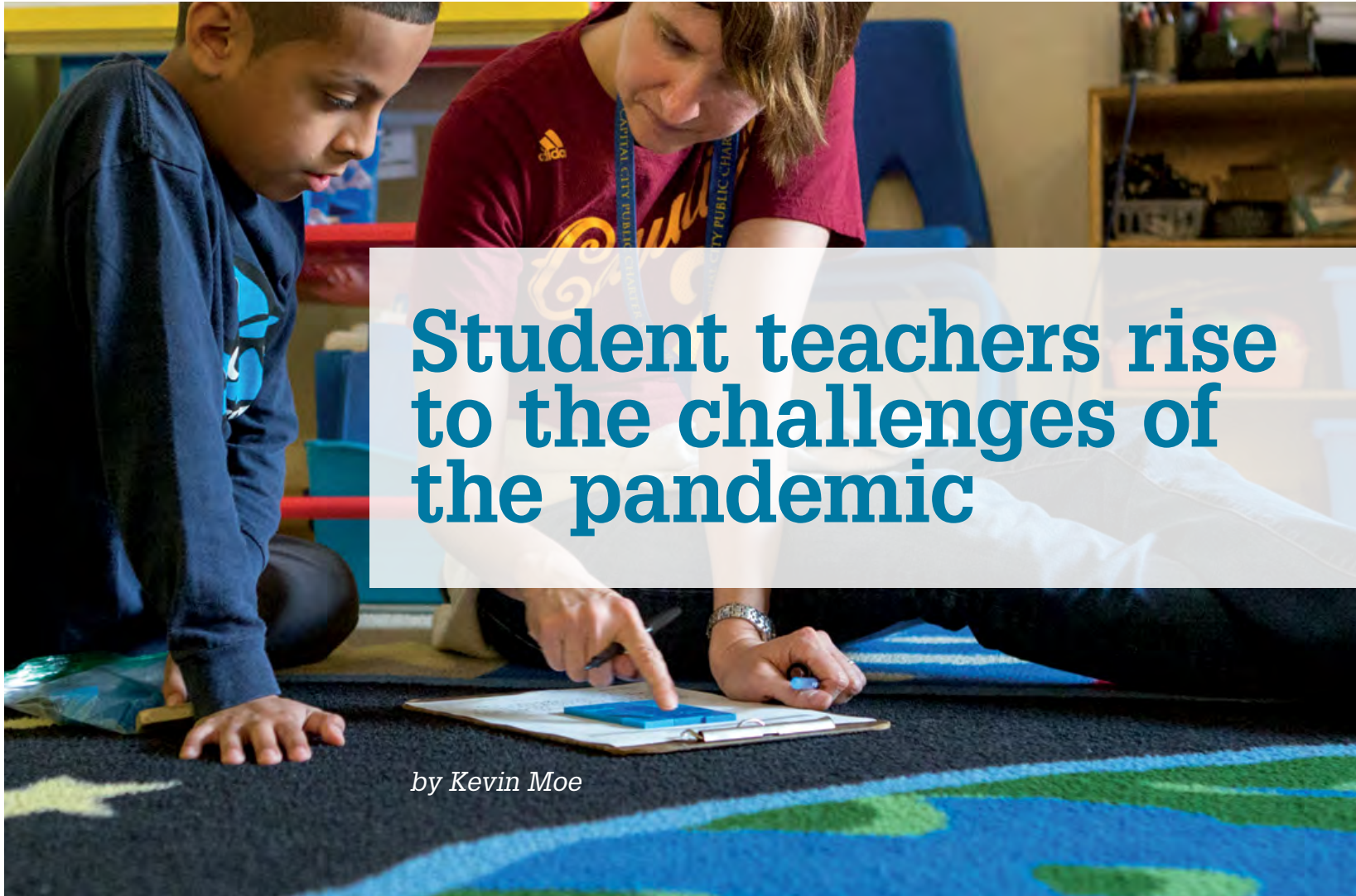
Potter says educators are struggling, which aligns with stories of people leaving the profession in droves. Kemper agrees. “A common refrain is: ‘I’ve been working in this job for decades, and this was by far the hardest year in my career,’” she says.

Hopefully, the amount of data collected in these surveys will be enough to persuade policy makers that change is needed and where it will be most effective. If anything, the strong response rates for all the surveys show that educators were grateful they were being heard and that their opinions counted.

But this is what the U is all about. “As a land-grant institution, we are fulfilling that mission of serving Minnesota by seeking and elevating their voices,” Pekel says. ☺

SURVEY RESULTS

- ▶ **Distance Learning Survey:** [cehd.umn.edu/research/distance-learning](https://cehd.umn.edu/research/distance-learning)
- ▶ **Safe Learning Survey:** [cehd.umn.edu/research/safe-learning-survey](https://cehd.umn.edu/research/safe-learning-survey)
- ▶ **Minnesota Principal Survey:** [z.umn.edu/7ivt](https://z.umn.edu/7ivt)



Student teachers rise to the challenges of the pandemic

by Kevin Moe

ALLISON SHELLEY FOR ALL4ED

“DURING THE COVID-19 PANDEMIC teachers from the U have been incredible,” says Ruth Krider, a second-grade teacher and mentor in the St. Paul Public Schools. “I’m using the term co-teachers, because that’s what they have proven to be: professional, empathetic teachers who have gone, and continue to go, above and beyond the letter of their assignment. Co-teachers have brought students into their online homes; have provided an ear, a shoulder, a helping

hand; and have entered their new profession with positive intentionality about the assets each and every child brings.”

No matter their name, co-teachers, student teachers, or teacher candidates, they have remained a steadfast support system for students of all ages. Their commitment to the education field deserves honor and celebration.

“I’ve been amazed with what our teacher candidates have done during this time,”

says Ann Ruhl Carlson, early childhood licensure coordinator for the Institute of Child Development (ICD). “It is just incredible.”

*Meeting the challenge*

Before the pandemic, teacher candidates were involved in traditional teaching experiences in face-to-face environments. “No one was prepared for teaching remotely,”





tomorrow, and all you get is a computer. Your professors can't help you because they haven't been through it before either," she says.

Garrison was not dismayed. She became a teacher because she loves learning and working with kids. "I want to instill a love of learning in my students as well," she says. Adjusting to the pandemic was going to be just another learning opportunity for everyone. "Both students and teachers had to adapt to the new teaching and learning style," she says.

Garrison says she had some great colleagues to plan with, and they came up with strategies to make distance learning

as hands-on and play-based as possible. "The students showed great resilience and

were excited about their first experience at school even though it was online," she says.

Marie Lister, a teaching specialist at the Child Development Lab School, says the student teachers not only rose to the occasion, but in new ways. "The old hierarchy went away," she says. "Student teachers created beautiful learning opportunities and really creative ways of interacting and talking to the children that I wouldn't have thought of."

Bridget Stephens, who is in the academic behavioral strategist (ABS) pro-

gram in the Department of Educational Psychology, says navigating online connections with her students was the most challenging. She taught fully remote at Marcy School for the Arts. "Kids were at home taking care of siblings, and siblings were also doing distance learning so we'd get a lot of feedback," she says. "The other challenging thing was helping kids navigate through certain programs."

Online education, however, did provide some unexpected advantages. "What distance learning showed was that students learn differently. Kids got to try out a new way to learn," Stephens says. "Some kids totally excelled in distance learning."

Innovative teaching plans were especially important for early childhood education. "Young children are not meant to learn on a screen," Carlson says. "Developmentally, they need to be active,

"I realized that whatever the challenges thrown at me, I still have love for my students and the job I'll be doing."

## Mitigating uncertainty

Rosalie Fuqua is currently completing her student teaching in a first-grade classroom at Highlands Elementary in Edina. She will earn her MEd in June and plans to move to Washington state and have her own kindergarten or first-grade classroom.

She says the uncertainty generated by the pandemic affected her teaching experience the most. "You never really know what you're walking into when you get to school each day," she says. "Colleagues and students are constantly absent, valuable school-wide events are canceled, and schedules change on a dime." Fuqua has had in-person classes all year, and she says that has helped mitigate the uncertainty.

In fact, being able to spend time every day with her students, experience their enthusiasm, and feed off their energy was revitalizing. "Those relationships provide so much motivation to come into school every day," she says.

A particular challenge in face-to-face instruction was adapting to teaching while wearing masks. "Much of commu-



nication is nonverbal, and it's really important to be able to see facial expressions, especially for young children," she says. "I've been impressed with the students and teachers' abilities to adjust to not being able to see one another's faces, or hear them clearly."

Working through the pandemic also has taught Fuqua flexibility. "As someone who tends to rely heavily on routine and regularity, this has been a fabulous learning experience," she says. "I am now much more comfortable dealing with last-minute changes as they come, and am able to better adapt my teaching in the moment, which has made me a more effective teacher."

says Department of Educational Psychology Director of Undergraduate Studies Kathy Seifert, member of the Academic Behavioral Strategist licensure team. "No one knew what that would look like, how students would respond, or how teacher candidates would adjust to it."

Jennifer Garrison, MEd '20 in early childhood from ICD, teaches at Minneapolis' Marcy School for the Arts, which serves elementary students. She did online instruction with very young children for the first sixth months of the 2020-21 school year and switched to face-to-face learning for the remainder of the time.

► Bridget Stephens and Gavin Pratumwon both found areas of insight as they student-taught during the pandemic. For Stephens, it was learning that some students excelled at distance learning. Pratumwon learned that you have to always be ready to adjust your plans if needed.

"It was a very busy time, everything was always changing," she says. "It was also hard because I was a first-year teacher, so I was learning everything about the curriculum and the district while also adapting everything to distance learning."



Seifert says student teachers had to navigate remote instruction with little more than guidance and support from their instructors. "It's as if someone said, 'You need to set aside all the teaching methods you learned and relearn new methods by



ALLISON SHELLEY FOR ALL4ED; COURTESY OF BRIDGET STEPHENS; COURTESY OF GAVIN PRATUMWON; COURTESY OF ROSALIE FUQUA



Finding stability

“As teachers, we like to be in control. We like to plan our days and plan our hours. This was the opposite,” says Adriana Castelo about her student teaching experience during the pandemic.

Castelo is a student in the dual language immersion program in the Department of Curriculum and Instruction. Originally from Ecuador, she came to the University as an exchange student and started her master’s program in 2020. She student-taught third grade at Eagle Heights Spanish Immersion in Eden Prairie.

“There was never stability in terms of the day I would teach. You could get one student online and 19 in person and the next day 10 in person and 10 online,” she says. “That was the most challenging part—the lack of stability.”

She found the stability she needed in the mentor teacher she was paired with. “She was fantastic. I couldn’t have asked



for anyone better,” she says. “She was a great mentor in all areas and gave me the best student teaching experience.”

Castelo says the experience proved to herself and to every teacher that they can do anything when they work together. “We can do virtually anything to teach children, regard-

less of the place they are learning from—behind a screen or in person,” she says. “The pandemic—besides all the terrible things we’ve gone through—has shown me how we can get through this if we are together.”

touching things. My students had to face the challenge of how to do this in the wrong modality for early childhood.”

She says that she was blown away by her student teachers’ creativity in online instruction. “They would be talking to the children, but say ‘go get your packet of materials’ they provided for the children or ‘go and find something in your house,’” she says. “They were able to provide more concrete learning experiences essentially in three dimensions when they were working in two dimensions.”

Building stronger relationships

These innovative lesson plans help drive relationship-building with the students, particularly important in online instruction, says Jana LoBello Miller, co-director of elementary teacher education in the Department of Curriculum and Instruction (C&I). “They are moving beyond set

curriculum and putting the student first,” she says. “This is a culture of care.”

Ruth Krider says while her student teachers were in distance learning, they would stay online for hours with students. “Some time was troubleshooting technological issues, some was helping with learning activities, and some was authentic bonding with children,” she says. “I recall one breakout room hangout session where my co-teacher colored, chatted, and connected with a group of students who were craving contact beyond their own families.”

Stephens says she found it easier to connect with parents. “With Google Meet, we worked with their schedules and had more parent engagement,” she says. “I was able to get better connections with parents, which was cool.”

Working with families via distance learning also served to strengthen relationships. “I could observe teacher candidates engaging with families and

parents in ways I never observed before,” Seifert says. “Our teacher candidates had to teach many parents the nuances of remote instruction as they were learning themselves.”

Strong bonds were also formed among the student teachers. “The student teachers I had are best friends now,” Lister says. “I think that time together, that uncertain time in spring of 2020, bonded them together. I saw the student teachers dig deeply into their experiences in the program and also into their support for each other. I saw student teachers take care of each other and lift each other up in beautiful ways.”

For Gavin Pratumwon in the C&I mathematics education program, the strength of the relationships he developed with staff and students was an unexpected benefit.

“I think we all knew everyone needed help in some manner, and we leaned on each other and trusted each other in order to help ourselves and those around us,”

says Pratumwon, who student-taught as a paraprofessional at Edina High School. “The biggest thing I learned is that we can make a plan, but we always have to be ready to tweak things and go with the flow. There are going to be things that affect us that are out of our control, and that’s OK. I think just taking that mindset with me will help me in my career in creating a generally strong and dynamic classroom and not worrying about those external factors.”

Looking ahead

As students and teachers return to in-person instruction, lessons learned

from the pandemic won’t be quickly forgotten. “I don’t think our teacher candidates will ever walk into a classroom without remembering what it was like to not have a classroom,” Seifert says. “That brings a certain appreciation for what they do that no one before or after them will have.”

But as the return to in-person classes gets underway, new challenges have emerged. “We learned that kids really don’t have the opportunity to learn social and emotional skills in the online environment and how critical that is,” Carlson says. “My students are really focusing on those skills that those children didn’t get last year when they weren’t in

the classroom.”

Stephens suggests there should be a focus on rebuilding social and emotional skills. “One day take a step back from the standard curriculum and go through social skills, just so we can be able to sort of get back to what it was like to be going to school for a full day, to make you feel more comfortable in school again,” she says.

Whatever is needed, however, we can be sure that our student teachers are more than ready and willing to meet the challenge.

“I see a fire in them. I see an energy,” LoBello Miller says. “There’s a certain type of joy coming out and framing what it means to be a teacher.”

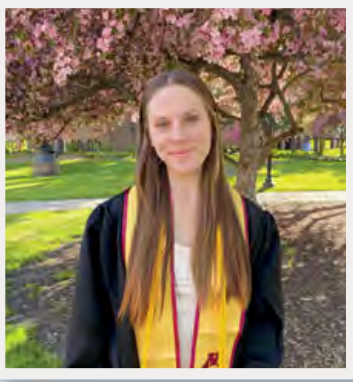
Not losing sight of your love for the job

“I have always wanted to be a teacher since I was little. I always loved my teachers and was super excited about school,” says Natalie Fox, a student in the Department of Educational Psychology’s academic behavioral strategist (ABS) program. “It was not until high school that I wanted to go toward special education. We had a field experience in high school where I went back to my elementary school and had a placement in special education. I loved the kids and the environment.”

Last semester she was at Dowling Urban Environmental School (now Michael Dowling Elementary School) in Minneapolis working with third- through fifth-grade students who have a wide range of abilities.

“Initially we were fully online. I woke up every day and sat in my bedroom with a whiteboard and laptop and tried my hardest to develop relationships with these students who didn’t know who I was,” she says. “That shifted pretty quickly as I was good at making connections with students. I built those relationships right away.”

Right after spring break, Fox was brought in for in-person instruction and found herself agreeing with others that working in both online and face-to-face complemented each other.



“We didn’t expect distance would be beneficial, but it was nice to work the kinks out online and learn more of my teaching style,” she says. “And I have a grasp of what works and what doesn’t when you are on the screen.”

And some challenges can only be faced in the

classroom. “The biggest takeaway is how much you have to let things brush over your back. You can’t let something that happened at 8:15 affect you the rest of the day,” she says. “You have to have a forgive-and-forget mentality.”

Fox’s final thought perfectly sums up the mindset of all of CEHD’s student teachers as they persevered through the uncharted waters of a pandemic: “It didn’t affect my joy for the teaching,” she says. “I realized that whatever the challenges thrown at me, I still have love for my students and the job I’ll be doing.”



# Looking through a different lens

*International students at CEHD promote global understanding*

**EACH YEAR THE U.S. HOSTS** more than 1 million international students, and Minnesota is a top destination. International students have always been central to global diplomacy and internationalization efforts in higher education. The first international students recorded at the University of Minnesota were in 1874. Today there are more than 5,000 international students and scholars on campus.

This year CEHD is home to more than 300 international students, representing 57 countries. Being a part of CEHD shapes their identity and future career planning. In turn, these individuals bring unique perspectives to our programs and community.

Cindy Yang came to the School of Social Work from China to major in youth studies. She says coming to a large institution like the U of M as an international student was valuable in so many ways: It allowed

her to see more cultures, meet new friends from different countries, and witness new living and study experiences. “The teaching ways are so different, and seeing those differences is my favorite part of being an international student,” she says. “These perspectives definitely influenced my academic experience.”

Particularly impressive to Yang has been the helpfulness of her instructors. “The professors I met are super nice and welcoming for international students,” she says. “I think it’s important for the professors to know that for international students in their classes, their support is super important for us.”

Pubudu Senaratne has also found her place at CEHD. From Sri Lanka, Senaratne is a first-year PhD student in the counseling program in the Department of Family Social Science, where she also earned her MA.

“My intended research area is working with immigrant and refugee families,” she says. And helping with that are her own experiences as an international student. “Even though I had known and heard about how diverse American society is before I started living here, the actual experience provided me with living proof of it,” she says.

Senaratne’s international experience also led to changes within herself. “My experience with diverse individuals and situations turned me into a more welcoming and embracing human being,” she says. “This broadens my own way of looking at other human beings and even myself in a more empathetic and compassionate manner.”

Like Yang, Senaratne says she found the support she received from CEHD encouraging. She felt especially welcome when she saw the Sri Lankan flag on display at McNeal Hall when she went there for

▼ Below: (left to right) Cindy Yang, Pubudu Senaratne, and Rawan Algahtani are among the 300 international students currently studying at CEHD. All of them bring unique perspectives to our programs and community.



COURTESY OF CINDY YANG; COURTESY OF PUBUDU SENARATNE; COURTESY OF RAWAN ALGAHTANI



▲ Above left: Special education PhD student Betul Dilek (left) and her family celebrate the CEHD International Thanksgiving. At right, Dean Michael C. Rodriguez (middle) enjoys dinner and meeting new CEHD international students at the event.

classes for the first time.

CEHD’s welcoming atmosphere is one of several key aspects that attracted Rawan Algahtani. “I came to attend CEHD as it is one of the best colleges when it comes to accommodating students’ diversity and developmental leadership,” says the Saudi Arabian student. “Also, the great and inspiring faculty who teach at this college was one of my biggest motivators to attend.”

Algahtani is a junior in the human resource development program in the Department of Organizational Leadership, Policy, and Development. “I want to work in a plethora of various fields related to interacting with individuals and creating powerful projects for our global community,” she says. “Nevertheless, if I do not find a career that would satisfy my passion, I will go ahead and create one.”

She says that her experience in a new country does make her look at the world through a completely different lens. “I consider being an international student a cultural, yet educational, privilege to my surroundings and myself,” she says. However, she also realizes that the exchange is not all one way. “Whereas I am learning, at the same time I am contributing my international background through academic discussions, daily life, and professional work,” she says. “It does add a unique perspective to many activities I am part of, in addition to educational culture-exchanging conversations.”

To help promote cross-cultural exchange and develop a sense of belonging and inclusion, CEHD hosts several special events and programming for international students. One such event is the CEHD International Thanksgiving. Created in 2007, it’s an opportunity to gather and enjoy traditional Thanksgiving food in a festive and welcoming environment. “I chatted and interacted with Dean Michael Rodriguez and CEHD event coordinators,” says Algahtani, who attended last year’s

get-together. “The Thanksgiving event means a lot to me, as it gives me a chance to take a break from academic and work life to breathe and socialize.”

New perspectives such as these have made Algahtani’s experience at CEHD extremely rich, she says, adding that the kindness and support she’s received would be hard to find elsewhere. “People at CEHD generally care about the success of every single student, domestic or international,” she says.

International students are a meaningful part of our college community and become lifelong contributors to our internationalization efforts. These students faced increased challenges in the past two years, and their ability to navigate through an uncertain period in history shows their commitment and resiliency. We have an important responsibility to welcome and support international students.

—KEVIN MOE

[Learn more at cehd.umn.edu/global](https://cehd.umn.edu/global)



# In memoriam

●●●  
**WILLIAM CHARLESWORTH**  
Emeritus Professor William R. Charlesworth passed away on October 28, 2021, at the age of 91. Charlesworth was a professor in the Institute of Child Development (ICD) from 1961 to 1995 and had an impactful career in the fields of child development and human ethology. Prior to graduating from Cornell University in 1962 with a PhD in child development and family relationships, Charlesworth worked for U.S. Army Intelligence from 1953 to 1956. At ICD, he served as the director of undergraduate studies in addition to serving as a member or chair on numerous college and University committees, including the President’s Committee on Teaching and Learning. Charlesworth received the Horace T. Morse Minnesota Alumni Association Award for Outstanding Contributions to Undergraduate Education, as well as the College of Education



Distinguished Teaching Award. In 1968-69 and 1976-77, he was a visiting professor at the Max Planck Institute of Psychiatry in Munich, Germany. From 1984 to 1987, he chaired the SRCD Committee for Ethical Conduct in Child Development Research

and, in 1983, he chaired the American Psychological Association Committee for the Protection of Human Subjects. In addition, he served as the president of the International Society for Human Ethology and was also a member of the European Academy of Science and Arts.

●●●  
**ARTHUR SOL “ART” LEON**  
Arthur Sol “Art” Leon, MD, professor emeritus in the School of Kinesiology and director emeritus of the renowned Laboratory of Physiological Hygiene and Exercise Science, passed away on February 6, 2022, at the age of 90. Leon received his BS degree from the University of Florida, and his MS and MD degrees from the University of Wisconsin, with specialty training in biochemistry, internal medicine, and cardiology. After his medical residency, he served with the U.S. Army Medical Corps, and was stationed in France for three years during the period of the Berlin Wall, followed by an assignment to the Walter Reed Army Institute of Research in Washington, D.C. Following active duty, he was director of the Clinical Research Center at Newark Beth Israel Medical Center and led the first clinical trials on the Parkinson’s disease drug L-dopa. Leon retired as a colonel in the U.S. Army Reserve in 1998 after 38 years of service. Leon’s career at the University of Minnesota began in 1973 when he was recruited by Henry Blackburn, colleague of the world-famous scientist Ancel Keys, to work on the NIH-funded MRFIT study involving men at high risk of heart attack due to smoking, blood pressure, and high cholesterol. During his 45 years at the U, Leon conducted research and taught classes, first in the School of Public Health then in the School of Kinesiology, where he served for 20 years as director of the Laboratory of Physiological Hygiene and Exercise Science. He was the Henry Taylor Endowed Professor of Kinesiology from

1992 until his retirement in 2018. Leon was principle investigator for the U of M site on the five-site international team running



the multi-year, multi-center \$21 million HERITAGE Family Study exploring the genetic component of aerobic capacity and exercise training. The unprecedented study ran for 13 years, resulting in more than 350 peer-reviewed publications. Leon is internationally recognized for his exercise physiology research with a broad scope covering animal, epidemiological, and exercise training studies, including the role of physical activity in the prevention of cardiovascular disease. He was lead author on the 1996 U.S. Surgeon General’s report, which was instrumental in developing national physical activity guidelines for Americans. Leon was also a founding fellow of the American College of Sports Medicine and the recipient of its Citation Award in 1995 and Honor Award in 2016. He was a founding fellow of the American Association of Cardiovascular and Pulmonary Rehabilitation and was a certified program director and two-term vice president. *Contributions in Leon’s memory may be sent to the Wounded Warrior Project (wounded-warriorproject.org) or the Retrieve a Golden of the Midwest animal rescue (ragom.org).*

## Honors

**Richard Beach**, Department of Curriculum and Instruction, received the Dr. John J. Gumperz Memorial Award for Distinguished Lifetime Scholarship from the American Educational Research Association.



◀ **Robert Poch**, Department of Curriculum and Instruction, was rated as the top instructor at the University of Minnesota according to the popular website RateMyProfessors.com. The ratings are created by past students.

**John Romano**, Department of Educational Psychology, was honored by the American

Psychological Association for the best paper published in 2020 in the *Journal of Prevention and Health Promotion*. His paper, “Politics of Prevention: Reflections from the COVID-19 Pandemic,” had been downloaded more than 8,400 times.

▼ **Kathy Seifert**, Department of Educational Psychology, was honored by the University of Minnesota Alumni Association with a 2022-23 Horace T. Morse Award for Outstanding Contributions to Undergraduate Education.



**Joyce Serido**, Department of Family Social Science, is a member of the team that has been selected to receive the Best Family Financial Well-Being Paper Award from the National Council on Family Relations (NCFR).

**Frances Vavrus**, Department of Organizational Leadership, Policy, and Development, is the recipient of a 2021-22 Award for Outstanding Contributions to Graduate and Professional Education from the University of Minnesota.

**Oliver Williams**, School of Social Work, has been named a 2022 recipient of the Safe Havens Interfaith Partnership against Domestic Violence and Elder Abuse Safe Havens IMPACT Award.

## Appointments

**Zan Gao**, School of Kinesiology, was appointed as an editorial board member of the *International Journal of Physical Activity and Health*.

**Stefanie L. Marshall**, Department of Curriculum and Instruction, has been named to the ad-hoc committee on equity in PreK-12 STEM education organized by the National Academies.



◀ **Tania D. Mitchell**, Department of Organizational Leadership, Policy, and Development, has been named an associate editor of the *Review of Higher Education*, one of the leading journals in the field.

**Sherri Turner**, Department of Educational Psychology, has been named a 2022 Society of Counseling Psychology Fellow by the American Psychological Association (APA), Division 17.

**Frances Vavrus**, Department of Organizational Leadership, Policy, and Development, has been named to the Working Group on Academic Freedom (WGAF), coordinated by the Open Society Foundations and Scholars at Risk.





ALUMNI

from the  
PRESIDENT



SHEILA PIIPPO,  
MED'04,  
SPECIAL EDUCATION

DEAR FELLOW ALUMNI

As I write this, Minnesota is experiencing a typical winter cold snap, but we know spring is around the corner—and that means almost 1,800 CEHD students will be completing their degrees. For many of us, our commencement ceremony was a meaningful celebration of a significant milestone. I’ve heard from alumni who initially didn’t care about attending, but participated to honor their family and later realized the significance of the experience. At my graduation ceremony, my grandfather was in the audience and wrote the precise time I walked across the stage to accept my diploma on his program. It was 9:02 p.m. That memory reminds me just how important the ceremony is to the graduates, but also to the family members.

The last two years have very much reminded us of the importance of rituals and being together to commemorate life changes. More than just “pomp and circumstance,” commencement is a chance to recognize students’ accomplishments, surrounded by people who love and support them. We are so proud of our graduates and look forward to seeing how they make a difference as alumni.

Unfortunately, the classes of 2020 and 2021 did not have the opportunity to have a commencement due to the pandemic. We were delighted to invite them back to campus for the 2022 ceremony on May 13. Mariucci Arena will be filled with joy, pride, and cheers for all these talented Gophers.

Please visit [cehd.umn.edu/commencement](http://cehd.umn.edu/commencement) for ways you can share your congratulations with graduates, and take some time to remember your own personal milestones. Have a great summer!

*Sheila Piippo*

Ed psych alums Lynn and Doug Fuchs awarded McGraw Prize

Lynn and Doug Fuchs, Department of Educational Psychology special education PhD alumni, have been honored with the McGraw Prize in PreK-12 Education by the University of Pennsylvania Graduate School of Education (Penn GSE).

One of the most prestigious awards in education, the McGraw

Prize celebrates innovation in education by recognizing outstanding individuals who have dedicated themselves to improving education and whose accomplishments are making a huge impact.

Penn GSE describes the profound impact the Fuchs’ have had on the field of special education: “Across four decades of methodologically rigorous and innovative research and development, Lynn and Doug helped establish data-based individualization as the most respected approach to instructing students with serious learning disabilities and as the *sine qua non* of special education intervention. In addition, Doug and Lynn have produced many scientifically validated programs in literacy and mathematics for children and youth ranging from academically talented to academically at risk.”

The Fuchs are institute fellows at the American Institutes for Research and research professors in the Departments of Special Education and Psychology and Human Development at Peabody College of Vanderbilt University.



Congratulations, 2021 Distinguished Alumni!

Every November, the External Relations office partners with the dean, academic leaders, and faculty to identify and honor alumni for CEHD’s Distinguished Alumni Awards. With more than 75,000 living alumni, it is challenging to narrow the number of awardees each year to fewer than 20.

Those who received the 2021 Distinguished Alumni Award represented all seven departments of CEHD and included teachers and school leaders, lifelong researchers and scholars, athletes and coaches, consultants, business owners, and corporate leaders. Their achievements include everything from closing the achievement gap between White and Black students in one local school district to serving as team psychotherapist and life coach for the Detroit Pistons to founding Casa de Corazón Intercultural Early Learning, a Spanish immersion school for birth to age five. While each of the honorees this year inspired all of us, what was striking was the level of humility in each honoree. They didn’t achieve distinction because they wanted recognition. Each graduate set out from CEHD to make an impact on the lives of others, whether here in the Twin Cities, across the U.S., or around the world.

Pictured are (front row, left to right) Ryan Saunders (kinesiology), Theresa Ganley (kinesiology), Susan Stanek (curriculum and instruction), K. Giddings (social work), Dean Michael C. Rodriguez, Nim Tottenham (child development), Jerry Becker (curriculum and instruction), and Juliana Carlson (social work).

Back row are (left to right) Michael Lehan (family social science), Steven Unowsky (educational psychology), Dolores Merrill (curriculum and instruction), Larry Lundblad (curriculum and instruction), Natalie Stanridge (family social science), Corey Yeager (family social science), Marion Barber, Jr. (social work), and Kathryn Tout (child development).

Not pictured is Regina McNeil (educational psychology). Carlson and Giddings are recipients of the Alumni Society Award of Excellence.



Share your news

Landed a new job? Celebrating a professional milestone? We want to share your news! All our alumni class notes are now published online. Go to [cehd.umn.edu/alumni/notes](http://cehd.umn.edu/alumni/notes) and send us your news—with photos if you have them. Read about people you know from CEHD.

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JAYME HALBRITTER



# A champion of student equity

*Clark Hoelscher strives to make schools inclusive to all*

**“WHEN I MADE THE DECISION** to become a teacher, I jumped into the nearest metaphorical closet. The message to me in 1999 was there is no space to be an out teacher. That doesn’t exist.”

That’s how Clark Hoelscher (MEd ’04, PhD ’14) describes the teaching landscape of a little more than two decades ago. The experiences of LGBTQ students at that time also left something to be desired. “It was very clear to me that there were large numbers of students that schools did not work for,” Hoelscher says. “I wanted to do something that would give me the opportunity to work in the community to make schools amazing learning spaces for all of our students.”

And thanks to Hoelscher’s work, that vision is becoming reality.

They taught in Minneapolis for a year before enrolling in the MEd program at CEHD. “The program at the U was compelling because it was impactful,” they say, although something seemed to be missing.

At the time, Hoelscher was an organizer of the bisexual community in the Twin Cities, which was work entirely separate from their teaching career. “I never imagined those two paths would come together,” they say. “It sounds unbelievable now, but I sat through my initial license and my master’s classes and we never talked about LGBTQ students. Parts of my identity didn’t exist.”

After teaching for five years, they enrolled as a doctoral student in the Department of Curriculum and Instruction. “My plan was to focus on equity around race and class in science classrooms,” Hoelscher says. They remember reading an assigned article about LGBTQ students’ experiences in schools. “I had not seen such severe student outcomes. The thought crossed my mind that maybe there was something I could contribute to in addressing this. I shifted the focus of my academic work,” they say. Hoelscher’s dissertation, “LGBTQ Inclusion in Educator Preparation: Getting Ready for Gender and Sexual Diversity in Secondary School Settings,” was completed in 2014.



▲ Clark Hoelscher is a program specialist for the Out For Equity program in the Saint Paul Public Schools (SPPS), leading school-based LGBTQ programs.

“Afterwards, I chose to return directly to local schools as a transformative leader for racial and gender equity rather than seek an academic position,” they say. Presently, Hoelscher is a program specialist for the Out For Equity program in the Saint Paul Public Schools (SPPS), leading

Alumni Award for tireless educational and community work.

They give CEHD particular credit for its Teacher Education Redesign Initiative (TERI), a program designed to improve teacher effectiveness. Hoelscher was in the first cohort of the program. “The TERI curriculum for licensure candidates intentionally included gender identity and sexual orientation diversity at a critical time,” Hoelscher says. “I have utilized

the experiences and learning I had as a TERI Fellow to engage school leaders, community partners, families, and students for change—the results have been significant.”

Hoelscher’s efforts have included working with leaders in SPPS to adopt and implement the first Gender Inclusion Policy in the region, co-establishing the first school district-based LGBTQ parent advisory council, working to include gender identity questions on the Minnesota Student Survey, and contributing to the Minnesota Department of Education’s Toolkit for Ensuring Safe and Supportive Schools for Transgender and Gender Nonconforming Students.

“LGBTQ supportive policies, programming like student Gender and Sexuality Alliances, and LGBTQ-affirming curriculum work. Outcomes for LGBTQ students can and have improved. When we remove barriers and affirm students, they grow, learn, and thrive,” they say.

—KEVIN MOE

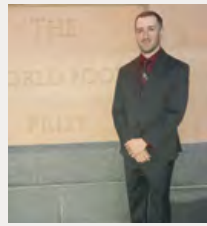


## OLPD alum is Superintendent of the Year



The Minnesota Association of School Administrators has named Michael Funk (EdD ’04), Superintendent of Albert Lea Area Schools, the 2022 Minnesota Superintendent of the Year. He was selected for this honor by a panel of representatives from a variety of Minnesota education organizations. Nominees are evaluated on how each candidate demonstrates leadership for learning, communication skills, professionalism, and community involvement. As the Minnesota honoree, Funk is a candidate among other state recipients for National Superintendent of the Year, to be announced during the American Association of School Administrators National Conference on Education.

## Alum named National Teacher of the Year



The Association for Career and Technical Education (ACTE) announced Luke Becker, agricultural science and technology instructor and career and technical education coordinator at Braham High School in Braham, Minnesota, as the 2022 National ACTE Teacher of the Year. This award recognizes the finest career and technical education teachers at the middle/secondary school level who have demonstrated innovation in the classroom, commitment to their students, and dedication to the improvement of career and technical education in their institutions and communities. Becker has a degree in agricultural education, a joint program between the College of Food, Agricultural and Natural Resource Sciences (CFANS) and CEHD.

GREG HELGESON



# Easing financial anxiety

BY KEVIN MOE | PHOTOGRAPH BY JAYME HALBRITTER

**YITING LI, A PHD STUDENT** in the Department of Family Social Science, has focused her research on financial anxiety, especially for couples. A paper she wrote on the subject: “A Decade Review of Publications in Family Financial Socialization, Young Couples, and Financial Behaviors: 2007–2017,” won a best student paper award by the Association for Financial Counseling and Planning Education in 2019.

For many PhD students, funding can be challenging. Couple that with being a first-generation international student and not really knowing anyone in your host country, and it can be outright overwhelming. So for Li, financial anxiety is something she’s quite familiar with. “I know firsthand how stressful it can be if you live paycheck to paycheck,” she says. “It’s really hard for me to figure out what I need to do.”

She has been helped throughout her academic career thanks to financial support from several awards, including the M. Janice Hogan Fellowship and the Jean W. Bauer Family Economics and Policy Fellowship.

The Hogan Fellowship honors the work of Department of Family Social Science Professor Emeritus Janice Hogan, who set up the endowment in 2001 to support graduate students in her department. “Once we had a dinner together. During that meeting, she wanted to know how she could support me,” Li says. “It’s amazing for me to know her—not only from the fellowship documents, but to know her in person.”

Li received the Hogan Fellowship for the first time in 2016 and again this year. Last year, she was the recipient of the Bauer Fellowship, for which she was especially grateful. Professor Jean Bauer, a nationally recognized leader in her field, passed away in 2012, but her fellowship lives on to support family social science PhD students.

“That scholarship specifically helped me for my dissertation,” Li says. “I was supposed to graduate in 2020, but I didn’t have my data set, and it delayed me for a year.” Legal red tape held up Li’s data for a time, and the Bauer Fellowship allowed her to survive the wait. “It’s really terrifying sometimes to not know where I’m finding financial support for the next month,” she says. “I was sitting on the edge waiting on the data. Now I’m getting the data sets and finishing my analysis.”

Li expects to finish her dissertation in May or June of this year. Her goal is to secure a faculty position somewhere, fingers crossed. Wherever she ends up, she says she can thank the Hogan and Bauer Fellowships for it.

“These scholarships help get you where you are,” she says.

“I know firsthand how stressful it can be if you live paycheck to paycheck.”



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## Leading in Equity, Action, and Diversity for PreK-12 System Improvement

### *Register now for the CEHD summer equity conference*

The Leading in Equity, Action, and Diversity (LEAD) conference supports education leaders in improving PreK-12 school systems to disrupt pervasive racial inequities. It offers actionable insights, tools, and strategies for creating more equitable education systems that eliminate racial harm and disparities in students' opportunities, experiences, and outcomes.

Conference sessions will fall under three strands of education leaders' work, all grounded in racial equity: **policies, practices, and people.** Read more on P. 4.

#### WHO

Superintendents, board members, school administrators, teacher leaders, education nonprofits, and anyone who cares about advancing racial equity in PreK-12 schools

#### WHEN

August 2-3, 2022

#### WHERE

Huntington Bank Stadium

#### COST

\$300, which includes meals

#### TO REGISTER, VISIT

[cehd.umn.edu/lead](https://cehd.umn.edu/lead)

